Arizona Department of Education
Adult Education Services

Technology Plan for Arizona Adult Education

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Vision: Preparing Learning Communities to succeed in College and Careers in a global society through technology.

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Introduction

The role of technology in supporting learning has become increasingly important for Arizona Adult Education in the 21st century. Since our last state level technology plan released in 2005, society has experienced a rapidly evolving landscape in terms of the variety of devices available, access to the Internet, and social media taking a prominent role in many aspects of everyday life. Technology has become increasingly personalized, and more learners have access to their own mobile devices.

In addition to the changes in the technology itself, much has changed in Adult Education. The new Arizona College and Career Ready (CCR) Standards, based on the Common Core State Standards, were released in 2013. The new High School Equivalency exam, which was released in January 2014, is computer-based and requires a basic level of technology competence. In addition, the U.S. Congress passed the Workforce Innovation and Opportunity Act in July 2014 which reauthorized the Workforce Investment Act of 1998. This new act puts initiatives in place to help assist programs in the implementation of the CCR standards, and encourages instructional activities based on rigorous research, the effective use of technology, activities that promote integrated education and training, and coordination with education, training, employers, and social service providers to promote career pathways.

The delivery of instruction has also changed. Initiatives such as Transforming Education through Technology (TETT) helped to transform the traditional classroom into the hybrid model implemented throughout programs across the state. Hybrid classrooms can now deliver instruction to a much greater number of learners anytime and anywhere technology is available.

Looking towards the future and anticipating even more technological advances, it is imperative that adult learners continue to adapt and embrace these changes in order to stay competitive globally and succeed in their lifelong learning goals.

Vision and Goals

Preparing Learning Communities to succeed in College and Careers in a global society through technology.

GOAL 1:

Learning communities utilize technology to engage learners, promote Lifelong learning and prepare them for successful pursuit of their personal and professional goals.

GOAL 2:

Instructors, Administrators and Staff promote a technology rich learning environment by allocating resources and providing training for technology-based instruction and design.

GOAL 3:

Programs provide educational opportunities that allow students and instructors flexible options, such as personalized instruction, easy access, instant feedback, and the possibility to work at their own pace in the classroom and beyond.

Learning in Adult Education

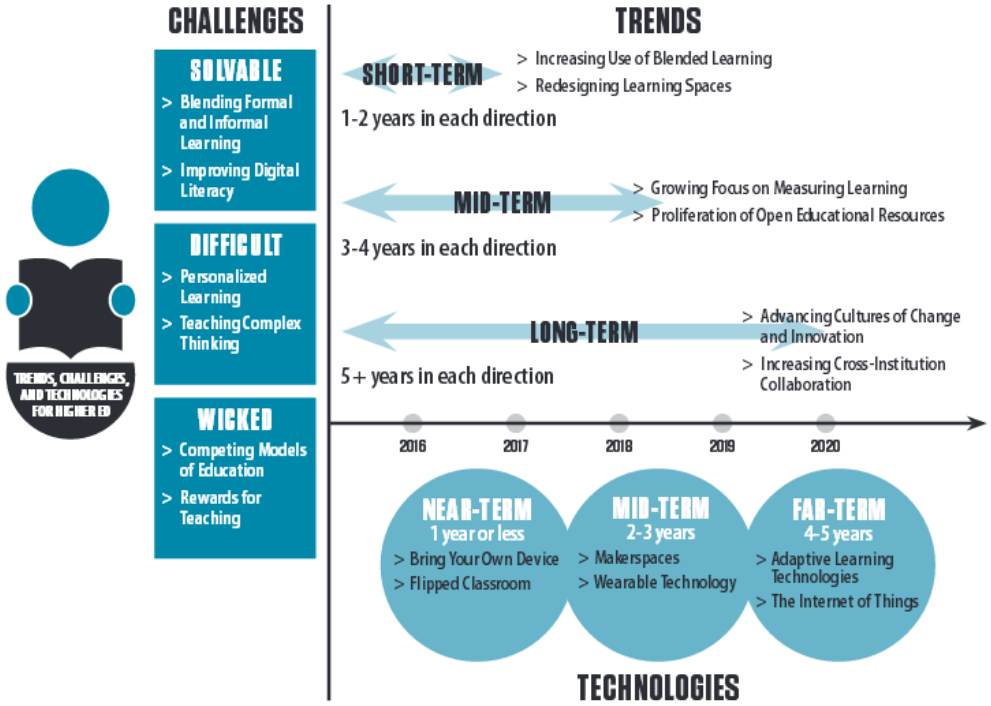
The digital age is rapidly changing the learning environment. The learner now has to take a more active role in his/her own learning. He or she also needs to be open to learning how to use different technologies to facilitate learning. The goal is to become effective in using technology to prepare for and achieve their college and career objectives.

Future Trends in Technology for Adult Education

The digital age is quickly redefining what the Adult Education classroom looks like. Focus is shifting away from the traditional classroom, where instruction took place in the classroom and was centered around an instructor and a whiteboard, to instruction that incorporates various technologies and takes place both in the classroom and anywhere else where a learner has access to technology. Some of the trends we expect to become mainstream within the Adult Education classroom in the next 3-4 years include:

- Incorporation and expansion of online modalities including distance education**,** hybrid (blended) learning models and Massive Open Online Courses (MOOCs).
- Integration of mobile technologies (smartphones, tablets, wearable technologies) in instruction, including online curricula and virtual learning environments that are mobile-friendly.
- Ability to access, store, utilize, and share data from any location using cloud technologies.
- Use of social networking and online collaboration.
- Use of gaming principles, including awarding merit badges and the ideas of challenges and rewards, in the learning environment.
- Incorporating real-life tools, such as mapping, GPS, productivity software, and barcode readers to enhance the learning experience.
- Exploration of futuristic technologies such as holograms, 3D haptic technologies, digital printing, augmented and virtual realities, and artificial intelligences.

Below is a graphic representation of an anticipated timeline for trends in educational technology:

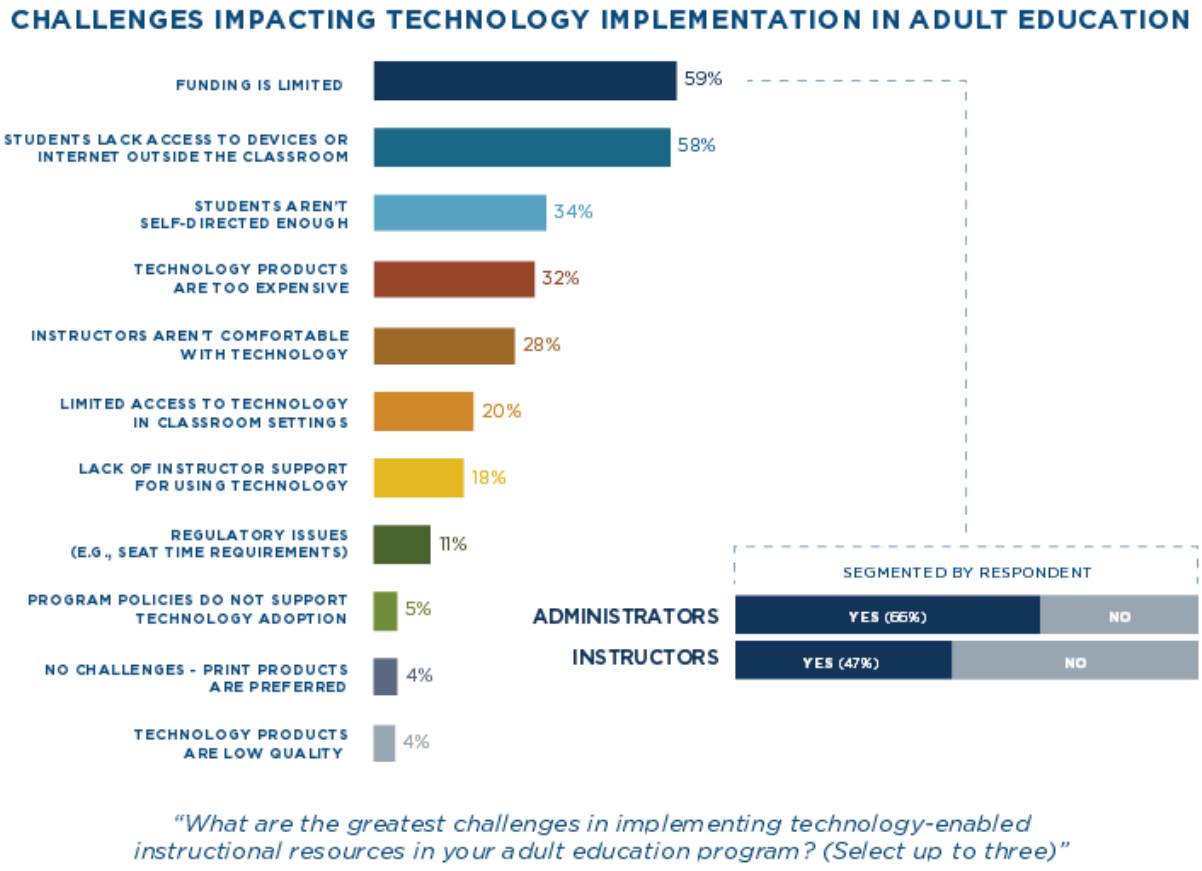


Graph courtesy of: The NMC Horizon Report: 2015 Higher Education Edition (pg. 2)

Current Challenges to Learning in a Technology-Rich World

Some of the current challenges to attaining the technology skills necessary for success in college and career include:

- Creating more access to computers or mobile devices
- Providing more access to reliable and faster internet connections
- Bridging the gap in practical skills to use technology effectively
- Overcoming resistance, fear, or anxiety about using new technology
- Increasing knowledge about safe and responsible internet use



Graph courtesy of: The NMC Horizon Report: 2015 Higher Education Edition (pg. 15)

Strategies for Addressing the Challenges

Suggested strategies for addressing barriers to learning include:
Connecting basic skills content to learners' personal interests and background. This makes the content more relevant to learners' daily life.

- Contextualizing basic skills content to college and career pathway goals. This helps learners become familiar with the vocabulary and content they need to know for the next steps on their pathways at the same time as they are improving their basic skills competence.
- Providing greater accessibility to learning through hybrid or distance learning opportunities, removing barriers such as physical access to a traditional classroom due to distance or time restraints.

- Finding creative ways to bridge the technology gap. Many students do not have access to devices to participate in distance or hybrid learning opportunities. They are at a disadvantage and may eventually "stop out" due to inability to attend traditional classes. Adult Education providers can bridge this technology gap by finding resources to provide devices to students and/or connecting them with community partners who can provide access.

Benefits of Using Technology to Enhance Learning

- Instructors can help support individual learning styles or needs.
- Students have the flexibility to work outside of the classroom at their own pace and on their own time, allowing them to progress through content faster or spend extra time in areas when needed.
- Learners develop better interpersonal skills and increased confidence through peer and individualized learning.
- Students gain familiarity with technology and an online learning platform, which will help them with college, career, and personal goals.
- Students are able to continue learning even if they need to "stop out" of the program.
- Students can take initiative to go beyond the framework of the classroom to continue learning.

What are the Expectations for Successful Learners?

- To learn about and use technology.
- To be open to peer and instructor guidance.
- To become independent learners and take responsibility for their own learning.
- To apply technology to real-life situations.
- To adapt to change and explore solutions to problems.
- To stay aware of current technologies and technology trends.
- To develop the soft skills necessary for success in college and career, including time management, note taking, and online study skills.

Teaching in Adult Education

Instruction in the digital age requires a rethinking of the instructor's role. The teacher becomes a facilitator of learning rather than director of knowledge. As a Learning Facilitator, the instructor must be effective in using productivity tools, creating learning experiences for students to learn how to use those tools as an integrated part of course content. The instructor also models and engages in learning communities within face-to-face, online and mobile learning environments.

Instructional Skills

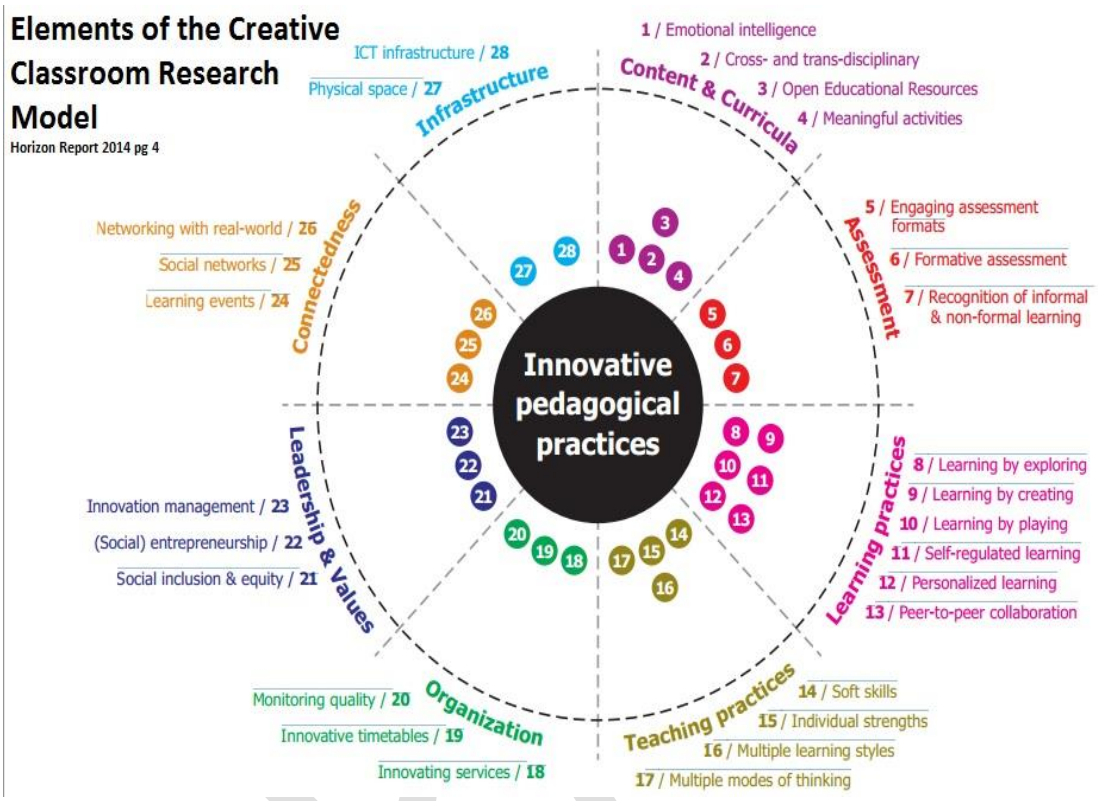
Technology changes very rapidly. Skills that were once leading-edge quickly become obsolete, requiring instructors to be life-long learners of technological skills and strategies for using the tools in the classroom. It is no longer sufficient for instructors to be proficient in using e-mail, writing and presentation software, or navigating the web. Instructors now need to be adept at using multiple types of tools, in more formats, to facilitate flexible and engaging learning environments.

Instructors who have already mastered productivity tools such as Microsoft Office will now need to expand those skills to cloud-based versions such as Google Docs or collaborative programs. Likewise, once a presentation would have been created in PowerPoint, there are now more interactive online options, such as the online presentation tool, Prezi. In addition, virtual instruction requires skills in using a discussion forum, creating learning communities, and conferencing.

Elements of Contemporary Adult Education Instruction

The 2014 *Horizon Report* shows how contemporary teaching practice is the unification of multiple elements. Rather than lessons focusing on one area, such as subject knowledge or learning a technology skill, instruction melds the elements together to become a multi-faceted, engaging, and real-life activity.

The elements demonstrated in the diagram below provide a framework for instructors as they facilitate technology-rich lessons. These elements work together to make possible a true facilitation of learning.



Graph courtesy of: The NMC Horizon Report: 2014 Higher Education Edition (pg. 4)

Content and Curricula

The content and curricula in a technology-rich environment needs to enable students to inquire, gather information, process and apply the information while using technology. A good curriculum will "provide a robust, cross-curricular, student-centered, personalized learning environment that uses modern technology tools to engage individual learning styles, extend learning opportunities, support individual learning plans, and provide access to resources not typically found in the school environment" (Technology for Personalizing Learning-The 2012-2015 Vermont Educational Technology Plan). Technology should provide multiple formats to engage students and facilitate learning. For example, the use of Open Educational Resources (OER) such as Khan Academy, the National Science Digital Library, and other alternative educational

resources such as Massive Open Online Courses (MOOCs) and educational gaming (2015 NMC Horizon Report Higher Ed Edition & OER in Action).

Course Assessment

The view about education technology has evolved in multiple ways, so the movement towards online assessment in education for instructors and learners has changed. Instructors must be able to create assessments for all learning content areas that integrate technology skills as a part of the assessed student learning. Instructors can use cloud-based services to create assessments, interactive activities, and online courses that can be accessed from anywhere at any time. In addition to the traditional formative and summative assessment practices, assessment can include the use of competency based items such as digital portfolios for project-based activities, as well as participation in online discussions and supplemental resources.

Learning Practices

Instructors should see themselves as learners. Many students enter adult education without the skills to learn effectively. Students who observe modeled learning practices will create strategies that use technology to explore all the resources that are available to them. **Instructors** can learn to use technology to create materials that reinforce the curriculum and collaborate with students to address personal interests. Instructors can also model self-regulated learning and peer to peer collaboration within the learning community. Learning practices should be modeled by instructors in the context of all instruction so that it becomes ingrained in their interaction with learners so that it will become acquired skills for the students. Collaboration is addressed more fully in the **Connectedness** section.

Teaching Practices

The instructor's role is expanding to be mentors to their students and facilitators in the classroom. Instructors can drive the integration of more technology to present the curriculum and select content in multiple formats. Blended learning is also blended teaching. Instructors are capable of determining the blend between the time spent with students in the classroom and the time students spend working on assignments delivered through computers or mobile devices. It is the expectation that data will be reviewed on a consistent basis and utilized to inform classroom instruction. Instructors are able to provide feedback to students by

email, message boards, and collaborate on documents. Teaching practices should be supported by in service training that addresses using technology in the classroom. Networking with other instructors will provide information about resources, and reports of successes, and problem solving to implementation.

Leadership & Values

Leadership qualities are required in both the classroom and the professional environment. The instructor of the contemporary classroom acts as a facilitator who leads instruction through modeling techniques, values of digital citizenship, and collaboration. These same characteristics would also apply to the teaching community and peer-to-peer interactions (see Program Operations)

Connectedness

A learning environment fosters and supports communication among the learning community through the use of networking not only in the community but also in the real world through learning and social events. Facilitators model communication options through technology to diversify the way to learn.

Networking gives students the opportunity to experience the real world through more than just books and assignments; they are learning and adapting to the world using a relatively new form of communication. They connect with other individuals that have a common interest providing mutual assistance, helpful information, or the like.

Learners use social media to interact with their peers and even Instructors about class-related subjects. In a world where online engagement is important, learners are developing a sense of Internet presence. Not only do they know how to interact with others on the internet, they know how to use basic and even complex functions in order to do so. Social networking is bridging the gap between formal and informal learning.

Program Operations

To keep up with rapidly-changing technology and delivery methods, program administrators need to be able to react and adapt. It is important that a program's operations, budgets, and programming support technology integration and hybrid/distance learning modalities.

Infrastructure

In order for programs to be able to provide students with the resources they need, their infrastructure needs to be capable of supporting digital literacy goals. Programs need to set goals towards:

- Providing access to fast, reliable internet connections.
- Ensuring sites have up-to-date and relevant technology.
- Ensuring the latest software and online resources are available and updated as needed.
- Ensuring software and online/computer-based resources are mobile-friendly
- Online resources need to be compatible with different mobile platforms.
- Ensuring learn labs are supportive of BYOD initiatives
- Maintaining computer security software.
- Ensuring appropriate levels of classroom and IT personnel are available to help learners and staff with technology questions and issues.
- Facilitating access to computers/devices for students and instructors

Administration

In order for programs to adapt to changing technologies and delivery methods, Program Administrators need to support new initiatives and provide appropriate personnel, training, and budgetary supports to facilitate adoption and implementation. Specifically, Program Administrators should:

- Provide leadership and support for technology integration
- Allocate additional funding for educational technology
- Provide leadership and support for hybrid/distance learning initiatives
- Provide paid time for instructors to learn and use new technology platforms
- Provide additional paid time for instructors to plan hybrid and distance learning lesson plans
- Support the use of mobile technology in the classroom
- Dedicate resources for the expanding roles of ETFs
- Set clearly defined goals for technology use in objectives with the program technology plan
- Enforce policies and guidelines regarding proper use of technology, as defined in the Technology Standards
- Use technology in order to market, recruit and retain instructors and students
- Require proficiency with technology of Adult Education instructors

Professional Learning

In order for rapidly-changing technology and delivery methods to be implemented successfully, time and resources need to be devoted to professional learning. In the spirit of technology integration, trainings should be conducted both online and in person. Suggested areas of focus for professional learning include:

- Training for administrators on requirements for hybrid learning
- Training for administrators and instructors on the differences between teaching at a distance and face-to-face, as well as concepts such as hybrid learning, flipped classrooms, and virtual learning environments
- Training for instructors on new technologies and learning systems, as well as ongoing refresher trainings
- Training on strategies for integrating technology in the classroom
- Training on the different platforms available for mobile learning, and how to use them effectively.
- To make sure all staff members are aware of current technologies and technology trends.

Implementation Guidelines

- Technology skills self-assessments are given to staff, instructors, and students to determine their basic technology skills. For the low technology skilled individuals, programs have a plan to help improve those skills.
- Programs have a technology team (based on program size), in place to create program technology plan.
- Programs align technology plans with Arizona Adult Education Technology Standards, College and Career Ready Standards and workforce initiatives. Plans should be updated yearly.
- A goal of each program is to move toward a hybrid learning model and incorporation of the VLE/LMS/PLE to support hybrid learning
- Mobile learning is expressed as a growing need in Adult Education and should be considered in lesson planning
- Each program shall have an Educational Technology Facilitator (ETF) to facilitate technology training at regular staff meetings and other PL opportunities.
- Programs adopt common web tools and technology to facilitate PL and implementation of these technologies.

Conclusion

The Technology Plan for Arizona Adult Education will assist Adult Education programs throughout the state in transforming their programs into technology rich learning environments which better prepare and engage learners for college and career goals and provide access to learning without traditional time or distance constraints.

The plan will also help these programs to ensure that their students are developing the technology skills needed to function successfully as 21st century global citizens. Recent legislation and initiatives, such as the Workforce Innovation and Opportunity Act (WIOA), the Arizona College and Career Ready Standards (CCRS), and the High School Equivalency exam, as well as technological changes such as the move towards hybrid learning, the ubiquity of mobile devices, and other advancements in technology, are requiring programs to redefine what the classroom looks like.

Under the guidance of the Arizona Department of Education, Adult Education Services, and together with our WIOA partners, programs will undertake systemic changes with implications in budget and resource allocation, professional development and training, certification and hiring criteria, curriculum content and assessment, accountability and data issues, and the structure and scheduling of classes. By providing our learners with the technology skills and flexible options they need, Arizona Adult Education will promote anytime, anywhere, independent, and lifelong learning, creating a globally competitive workforce in Arizona, while enriching community, family, and personal growth.

Technology Plan Revision Team

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Appendix A: Glossary

Term	Definition
21st Century Skills	The term **21st century skills** refers to a broad set of knowledge, skills, work habits, and character traits that are believed—by educators, school reformers, college professors, employers, and others—to be critically important to success in today's world, particularly in collegiate programs and contemporary careers and workplaces.
Blended Learning	When the classroom structure involves a combination of technology and face-to-face.
Broadcasting	To communicate or transmit (a signal, a message, or content, such as audio or video programming) to numerous recipients simultaneously over a communication network:
Career Pathways	A strategy used to support workers' transitions from education into the workforce.
College and Career Readiness	Student ready academically for post-secondary education or training, and has both the knowledge and technical skills for employment. CCR http://osse.dc.gov/service/what-does-college-and-career-readiness-mean
Common Core Standards	A set of high-quality academic standards in mathematics and English language arts/literacy (ELA).
Contextualize	To teach basic skills through a real world application
Coursesites	Is a free web-based course management for Adult Education instructors to enable blending, hybrid learning, and eLearning.
Courseware	Instructional software that is delivered on a computer

Cross Disciplinary	involving two or more academic disciplines; interdisciplinary
Differentiated Instruction	a wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment.
Digital Literacy	The ability to use digital technology, communication tools or networks create information. To understand and use information in multiple forr when it is presented via computers. To perform tasks effectively in a c interpret media, to produce data and images through digital manipulat knowledge gained from digital environments.
Distance Learning	Studying that is done online, regardless of time and place, and without attending face to face to class with a teacher
ETF	Educational Technology Facilitators are adult educators who serve in their programs as facilitators who work with instructors to introduce and integrate technologies in the classroom. http://www.livebinders.com/play/play?id=851900#anchor
Flexible Learning Environment	An environment where learning is personalized to meet student interests, learning needs, and aspirations.
Flipped Classroom	The flipped classroom is a pedagogical model in which the typical lecture and homework elements of a course are reversed.
Gaming	Activities used to simultaneously play and learn. Adding badges and rewards to the learning process that make it more like playing a game and less like learning content.
Global Society	**The societies of the world considered as a single entity as a result of globalization**
Hybrid Learning	Combined Face-to-Face learning and computer-based learning
Infrastructure	The underlying foundation or basic framework (as a system or organization)

Integrated Technology	The use of technology tools [citation needed (PLE) are systems that help learners take control of and manage their own learning. This includes providing support for learners to: Set their own learning goals. Manage their learning, both content, and processed] in general content areas in education in order to allow students to apply computer and technology skills to learning and problem-solving.
Learning Community	Refers to the diverse physical locations, contexts, and cultures in which students learn. Since students may learn in a wide variety of settings, such as outside-of-school locations and outdoor environments, the term is often used as a more accurate or preferred alternative to classroom, with its more limited and traditional connotations
Learning Management System	(LMS) A learning management system (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology (also called e-learning) education courses or training programs.
Learning Styles	A variety of preferences for learning involving differing modalities
Livebinder	An online environment where collaborating, organizing and sharing resources occurs.
Mission	is a public declaration that schools or other educational organizations use to describe their founding purpose and major organizational commitments
Modeling	the act of representing something (usually on a smaller scale)
MOOCS	Massively Open Online Courses is an online course aimed at unlimited participation and open access via the web. In addition to traditional course materials such as filmed lectures, readings, and problem sets, many MOOCs provide interactive user forums to support community interactions between students, professors, and teaching assistants
OER	Open Education Resources (OER) are teaching and learning materials freely available online for everyone to use, whether you are an instructor, student, or self-learner.

Personal Learning Environment	A (PLE) is a system that helps learners take control of and manage their own learning. This includes providing support for learners to: Set their own learning goals. Manage their learning, both content, and process.
PL	Professional Learning (PL) is sometimes known as professional development. It is the infrastructure and process for increasing the professional skills and performance of staff in adult education programs.
Rigorous	Help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.
RSS	Rich Site Summary
Social Learning Environment	A process of learning caused or favored by people being situated in a common environment and observing one another.
Streaming	Technique that supports the continuous, one-way transmission of audio and/or video data via the Internet and, more recently, via a mobile network. In contrast to audio (for example, MP3) and movie (for example, MPEG) files that must first be downloaded, streaming media begins playing within a few seconds of the request
Student-Centered	Focused on student needs rather than the teacher/instructor
Teaching Community	A group of educators teaching within the same field.
Universal Design for Learning	The design of products and environments to be usable by all people, to the greatest extent possible. In terms of curriculum, universal design implies a design of equipment, instructional materials and activities that allows learning goals to attainable by individuals with wide differences in their abilities to see, hear, speak, move, read, write, understand English, attend, organize, engage, and remember.
Virtual Learning Environment	A VLE is a platform that creates a digital classroom learning environment. The learning takes place over the Internet rather than a physical classroom and allows interaction between instructor and students and among the students.

Vision	Is a public declaration that schools or other educational organizations use to describe their high-level goals for the future—what they hope to achieve if they successfully fulfill their organizational purpose or mission.
Webinar	A webinar is a seminar or workshop in which the facilitator and participants view the same screen at the same time. Usually the webinar has an audio component that the facilitator controls and functionality that allows participants to chat by entering text, answering polls, raising their hands and asking questions.
WIOA	Workforce Innovation and Opportunity Act: July 22, 2014; It is designed to help job seekers access employment, education, training, and support services to succeed in the labor market and to match employers with the skilled workers they need to compete in the global economy. First legislative reform in 15 years of the public workforce system.

Resources for terms

http://theelearningcoach.com/resources/online-learning-glossary-of-terms/

http://education.stateuniversity.com/pages/1917/Distance-Learning-in-Higher-Education.html

http://www.techplan.pinellas.k12.fl.us/glossary.htm

http://www.gartner.com/it-glossary/streaming

http://www.doleta.gov/WIOAhttp://www.library.illinois.edu/diglit/definition.html

http://edglossary.org/21st-century-skills/

http://edglossary.org/rigor/

http://www.definitions.net/definition/The%20societies%20of%20the%20world%20considered%20as%20a%20single%20entity%20as%20a%20result%20of%20globalization

http://en.wikipedia.org/wiki/Learning_management_system

Appendix B: Program Technology Integration Survey

Below is a snapshot of the survey results, see entire survey at: http://www10.ade.az.gov/SelectSurveyNET/CustomReport.aspx?CReportID=l4KI388

14-15 Program Technology Integration Survey

Survey Title: Program Technology Integration Survey

Responses By Question Analysis:

1. Position/Role

1. Program Director of Instruction
2. Program Director
3. Instructo
4. ETF
5. Adult Ed GED teacher and reading, writing, and grammar teacher
6. Lead Adult Education Instructor
7. ELLA Instructor
8. Counselor/Teacher
9. Dean
10. GED Instructor
11. Data Entry Clerk
12. Development Coordinator
13. teacher
14. Lead Instructor
15. RLA Teacher
16. Instructor
17. Teacher
18. Technology Instructor
19. Instructor
20. Instructor and Career Navigator
21. Adult Educator
22. Instructor
23. Instructor
24. Civics Instructor
25. Teacher
26. Director
27. ELAA Instructor
28. Teacher HSE/GED
29. Teacher
30. GED Instructor
31. Adult Education Instructor
32. ABE/GED Instructor
33. instructor
34. Instructor
35. ELA Instructor
36. Other
37. GED Math teacher
38. teacher
39. director

Appendix C: List of Resources

Hybrid (Blended) and Distance Learning

Arizona Adult Education Distance Learning Guidance

Blended Learning and Technology Integration

Blended Learning Energizes High School Math Students (Tech2Learn Series)

Digital Literacy and Blended Learning in Adult Literacy Education

Distance Learning in Adult Basic Education

Hybrid Model Livebinders

Hybrid Learning Resources Livebinder

OVAE Technology and Distance Learning

Instructor Tools

Web 2.0 Cool Tools for Schools

Models of Teaching Livebinder

Technology in Education Livebinder

Educational Technologies Livebinder

Educator's Technology Toolkit

30 Trends In Education Technology For 2015

Technology Tools for the 5E Model Livebinder

Technology Integration and Planning Livebinders

Technology Tools used in the Classroom

Learning

The NMC Horizon Report: 2014 Higher Education Edition

The Positive Impact of eLearning

Connect and Inspire: Online Communities of Practice in Education

CK12 - OER material, create class, & textbooks

Times are Changing Video and Discussion

The NMC Horizon Report: 2015 Higher Education Edition

6 Tech Trends on Course to Reshape Higher Ed by 2020

Learning For Life: The Opportunity for Technology to Transform Adult Education

Open Adult Ed (MOOCs)

AIR Digital Badge Report

Surveys

FY 13-14 Program Tech Integration Survey Update

FY 14-15 Program Tech Integration Survey Update

ProfilerPRO

Technology Skills Assessment

Friendly House Student Tech Skills Survey 2015-2016

Technology Plans and Standards

State Technology Plans

National Education Technology Plan 2010

Technology for Personalizing Learning-The 2012-2015 Vermont Educational Technology Plan

SBCTC Strategic Plan

Connected Teaching and Personalized Learning: Implications of the National Education Technology Plan (NETP) for Adult Education

State Technology Plan for Adult Education

Arizona Adult Education Technology Standards

Universal Design for Learning (UDL)

Universal Design for Learning Livebinders

Technology in Education Livebinders

Technology and Web 2.0 for Educators Livebinders

Special Education Technology Livebinders

Workforce Innovation and Opportunity Act (WIOA)

WIOA Overview

Ready to Work: Job-Driven Training and American Opportunity

What Works In Job Training: A Synthesis of the Evidence